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ABSTRACTS OF GRADUATE STUDIES ON THE COMMUNITY (JUNIOR) COLLEGE, 1961-66.

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ABSTRACTS OF 21 MASTERS DEGREE THESES ABOUT THE JUNIOR COLLEGE ARE PRESENTED IN THE FOLLOWING FORM--(1) STATEMENT OF THE PROBLEM, (2) PROCEDURAL METHODS, AND (3) SUMMARY OF SIGNIFICANT FINDINGS. (WO)

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Northern Illinois University

Abstracts of Graduate Studies

on the

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Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1961-1966. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

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A STUDY TO DETERMINE THE UNDERSTANDING AND ACCEPTANCE OF THE JUNIOR COLLEGE MOVEMENT IN THE SOUTHWEST CHICAGO SUBURBAN AREA

Edward L. Wilson
1961

Statement of the Problem

The purpose of this study was to determine the concept of the junior college prevalent in a Chicago suburban community. More specifically, the study attempted to achieve the following objectives:

1. Investigate the general understanding and acceptance of the junior college movement.
2. Ascertain the feeling toward the junior college as part of local higher education.
3. Gather pertinent information from some prospective students.

Procedural Methods of the Study

The scope of the study was limited to a survey of one of the high school districts considering the problem, Blue Island Community High School, district 218. Questionnaires were distributed to community leaders, prospective students, school personnel, and a sampling of community residents. The replies were tabulated and analyzed for information pertinent to clarifying the junior college idea.

Summary of Significant Findings

The general conclusions derived from an analysis of the questionnaires were (1) the junior college movement was widely misinterpreted, and (2) the junior college movement seemed to be acceptable as a means of providing higher education locally.

The following is cited as evidence indicating misinterpretation of the junior college idea:

1. Student responses which showed a preference for the types of education usually provided by junior colleges were listed separately under other types of curricula. For instance, nurses training was shown as not being a part of the terminal offerings of a junior college.

2. The principle of local control of the junior college was overlooked by adults in favor of control by the state department of education. Much support was given to control by the state university.

3. The basic assumption that a two-year program is the extent of junior college work was ignored by the general agreement that an established junior college should eventually become a four-year branch of the state university. This is also contrary to the principle of local control.

4. The adults favored a course of study prescribed by experts. This would not necessarily result in a curriculum reflecting local needs which should be the basis for setting up a program.

In support of the conclusion indicating general acceptance of the junior college idea, the following information is noted:

1. Almost three-fourths of the people answering the questionnaire said they would vote in favor of establishing a local junior college. On the other hand, about two-thirds of the answers showed that there was doubt that voters would approve additional taxes to support a junior college.

2. A great majority felt that a junior college would relieve the pressure of enrollment at the universities.

3. An even greater majority of responses saw the junior college as an opportunity for more people to partake of higher education.

4. The answers in regard to the quality of instruction which would probably be available indicated confidence that it would be as good as in most institutions of higher learning.

5. The majority of the boys answering the questions showed a definite desire for some type of technical or vocational training. A great many also showed interest in the transfer-type curriculum.

The general need for the functions and services of a junior college is shown by the adult opinion that personal guidance and vocational counseling is necessary. This is further borne out by the amount of uncertainty evident in the student answers. A junior college might well serve the one-fifth who said they could not afford a college education.

Degree: M.S. in Education

Advisors: W. K. Ogilvie and R. A. Belnap

COULD A JUNIOR COLLEGE OPERATE SUCCESSFULLY IN THE MAINE TOWNSHIP AREA?

Wallace J. Hommerding
1962

Statement of the Problem

The purpose of this study was to determine whether or not the Maine Township area has the population, finances and possible student enrollment to successfully operate a junior college?

Procedural Methods of the Study

The following methods of procedure were used during the investigation:

1. Gained information from the governing bodies.
    - A. Determined the legislation that deals with the junior college.
    - B. Determined what procedures should be followed when organizing a junior college.
    - C. Acquired a census report for the areas that are to be used as a basis for comparison.
2. Solicited the feelings of the community toward a junior college.
    - A. Discussed the possibilities of a junior college with the superintendent and assistant superintendent of the Maine Township High School District 207, and the principal of Maine Township High School West.
    - B. Sent out a questionnaire to the parents of the juniors and seniors at Maine East and Maine West.
    - C. Solicited the feelings of the student body at Maine East and West toward a junior college.

3. Continued portions of the study made by Raymond J. Young of the University of Illinois.

    A. Expanded the table which deals with the prospective junior college enrollment.
    B. Compared the trend of Maine Township students attending college at the time of this survey to the statistics set forth in this study.

4. Gathered ideas from other areas that have successfully instituted a junior college.

    A. Contacted the township treasurers, assessors, junior college administrators and high school administrators of Maine, Lyons, Morton, and Thornton Townships. These areas were selected for comparison because: they have a successful junior college in operation, they are located very near the Maine Township area, and their social-economic level is near that of Maine.
    B. Sent letters to the Evanston Review and Evanston High School inquiring as to the possible procedures one could follow when considering a junior college and the reasons why their junior college failed.

5. Contacted the bureau of statistics and the county clerk for questionnaire data.

6. Attended the introductory meeting of the joint junior college survey, made up of 9 northwest suburbs.

Summary of Significant Findings

The Maine Township area could meet all of the legal requirements necessary for the establishment of a junior college. This area is compact and does not have a junior college in operation. It has an assessed valuation of $363,000,000 which is above the minimum of 75 million and above that suggested assessed valuation of 200 million which is deemed necessary to support an enrollment of 2000 students at $500 per capita in a comprehensive program. Maine Township had a population in 1960 of 95,476 which is above the minimum requirement of 30,000 and below the maximum requirement of 500,000.

Tuition should be required from all students in that this would defray some of the cost and reduce the tax burden on the residents of the community. After the college commences operation and gets on a sturdy foundation, this tuition could be reduced or removed altogether.

It would be possible for a junior college to share some of the facilities of the high school, but this is not an ideal situation. If this is necessary due to the tax burden, this arrangement should be eliminated at the earliest convenience. It is believed that students will be more likely to attend a junior college located in a building separated from the high school. Apparently this belief has not hurt the enrollment at Morton Junior College, in fact it has increased 72.6 per cent in the last 4 years and up an enormous "240 per cent" in the last 8 years; Lyons Township Junior College has increased 19 per cent and Thornton 17.1 per cent over the last 4 years. These three junior colleges share the facilities with their respective high schools but two (Morton and Lyons) out of the three are considering the separation of the junior college from the high school.

The assessed valuation and the population of Maine Township has been increasing at a much faster rate than Morton, Lyons or Thornton Township, yet these areas have junior colleges and enrollments from 800 to 1,600 students. Maine's high school enrollment is 26.6 per cent higher than that of Morton, the community with the largest population.

In comparing the actual tax that the home owner pays, we find that Maine is second to Thornton, another area that is experiencing a fast growth. Thornton is second to Maine in the field of expansion. This seems to indicate that with a rapid expansion program there are higher taxes. However, the only area that has a marked difference in tax is Morton Township, which is the oldest and most established area.

Comparing Maine Township to other selected townships that have successful junior colleges, we find that Maine is in as good a position or even a better position to build and support a junior college.

At present approximately 70 per cent of the students graduating from high schools in Maine Township attend institutions of higher learning. If this per cent continues and the per cent of student applications being turned down by universities (due to lack of space) continues to increase, many of the graduates from this area might lose their opportunity to attend college. The lack of space coupled with the increased cost of sending a child to college has already forced some graduates of Maine Township to end their formal education after high school. In the study it is estimated that if a junior college were opened in the Maine Township area it could expect an enrollment of well over a thousand students within two or three years.

Degree: M. S. in Education

Advisors: L. Maxwell and R. B. Woolschlager

A COMPARATIVE STUDY OF SOCIAL STUDIES OFFERINGS IN SELECTED PUBLIC JUNIOR COLLEGES

Ronald W. Gurnee
1963

Statement of the Problem

The purpose of this study was to examine the social studies offerings of 100 selected public junior colleges located throughout the United States. More specifically, the survey was designed to realize the following objectives:

1. To determine the range of social studies courses and hours offered by the sample of junior colleges included in the study.

2. To determine the courses and hours required in social studies for a degree or certificate in the sampling of junior colleges involved in the study.

3. To discover any unusual course offerings in the area of social studies offered by the sample of junior colleges included in the study.

4. To determine the number of courses and hours related to Far Eastern Affairs offered in the junior colleges studied.

5. To determine the extent to which social studies survey courses are offered in the junior colleges involved in the study.

6. To determine the number of courses and hours related to Africa that are offered in the junior colleges studied.

7. To determine the number of courses and hours related to the Soviet Union that are offered in the junior colleges involved in the study.

8. To determine the number of courses and hours related to Latin America that are offered in the junior colleges studied.

Procedural Methods of the Study

The following methods of procedure were used during the investigation:

1. Related literature published in professional periodicals, reports, and other professional publications between the years 1952 and 1962 was examined to determine the extent to which studies had been done in this field.

2. The percent of the total number of public junior colleges for each state was determined. This was accomplished by using the Junior College Directory for 1961. Only those junior colleges that were publicly controlled by the state, local, district or county governments and were accredited by one of the following regional accrediting agencies were considered in the study:

   a. New England Association of Colleges and Secondary Schools-

   b. Middle States Association of Colleges and Secondary Schools-

   c. North Central Association of Colleges and Secondary Schools-

   d. Southern Association of Colleges and Secondary Schools-

   e. Western College Association-

   f. Northwest Association of Secondary and Higher Schools.

Excluded from this sample were military junior colleges. The results were totaled and then percentages were calculated for each state. At least one public junior college from a state was included in the sample, if that state had institutions meeting the criteria established by the study. For states with two or more institutions meeting the criteria established by the study, colleges were selected on a random basis, according to the calculated percentages, to make the total of 100 junior colleges.

3. Catalogs were secured according to the percentage of junior colleges in each state meeting the criteria established by the study.

4. Catalogs were analyzed to obtain the information pertinent to the study.

5. The findings of the catalog study were recorded and analyzed.

6. Conclusions were stated as warranted by the findings of the investigation.

Summary of Significant Findings

An analysis of the data obtained in the study revealed the following information concerning the social studies offerings in public junior colleges:

1. The investigation established that of the 76 institutions that forwarded their catalogs, all offered a minimum of six courses in social studies.

2. The range of hours in social studies offerings in the junior colleges involved in the study was from 18 to 134. The mean number of courses offered in the area by the institutions involved in the study was 69.91.

3. The range of social studies hours required for graduation among the institutions studied was from zero to fifteen. The mean of social studies hours required for graduation was found to be 7.37.

4. Forty, or 52.6 per cent of the 76 institutions involved in the study offered a minimum of one course in anthropology. A total of 74 anthropology courses were offered for 222.66 credits. The mean number of courses available among schools offering anthropology was 1.85.

5. Of the 76 junior colleges studied, 75 or 98.68 per cent offered work in the area of economics. Two hundred thirty eight courses related to economics were offered for a total of 712 hours. In those institutions which were found to offer economics courses, the mean number of such offerings available was found to be 3.17.

6. Sixty-eight or 89.47 per cent of the institutions involved in the study offered a minimum of one course in geography. The total number of such courses available was found to be 185 for a total of 534.33 hours. The mean number of geography courses among schools offering such courses was 2.72.

7. All of the 76 junior colleges studied offered work in the area of history. A total of 664 history courses were offered for 1792.66 hours. The mean number of history courses offered was found to be 8.66.

8. Of the 76 institutions included in the study, 75 or 98.68 per cent were found to offer a minimum of one course in political science. The total number of such courses available was found to be 283 for a total of 792.33 credit hours. In those institutions which were found to offer political science courses, the mean number of such courses available was found to be 3.77.

9. All of the 76 junior colleges studied offered work in the area of sociology. A total of 245 sociology courses were offered for 825 hours. The mean number of sociology courses offered by the institutions involved in the study was found to be 3.22.

10. Twenty or 26.30 per cent of the 76 institutions involved in the study offered a minimum of one course in social science. A total of 83 social science courses were offered for 196.66 credits.

11. Of the 76 institutions analyzed, it was established that ten offered one course in social psychology for a total of 29 credits.

12. Three of the junior colleges or 3.94 per cent of the institutions involved in the study offered a course dealing exclusively with Africa.

13. A total of 15 or 19.73 per cent of the 76 institutions studied, offered a minimum of one course pertaining to Russia.

14. Sixty-nine or 90.79 per cent of the junior colleges involved in the study offered a survey course in the area of social studies. A total of 197 survey courses were offered. The mean number of such offerings was found to be 2.85.

15. After an analysis, it was established that 23 or 30.26 per cent of the institutions involved in the study offered a course dealing exclusively with the Far East.

16. A total of 32 or 42.1 per cent of the junior colleges involved in the study offered a minimum of one course pertaining to Latin America. A total of 66 courses were offered for 180.66 credit hours.

17. The survey revealed a lack of attention in the areas pertaining to Africa, the Far East, Latin America, and Russia. Since all areas are prominent in international affairs, it would appear that more work may be offered in these fields.

Degree: M. S. in Education

Advisors: W. K. Ogilvie and D. McDowell

A JUNIOR COLLEGE STUDY.
A TECHNICAL EDUCATION PROGRAM FOR AURORA, ILLINOIS

Arline B. Beatty
1963

Statement of the Problem

The purpose of this study was to determine the extent to which technical education needs of Aurora industry and business were being met and to recommend a technical education program based on these findings.

Procedural Methods of the Study

The procedure followed consisted of the following sequence of activities:

1. Related literature and published professional literature from 1958-1963 were reviewed to determine: (a) the viewpoints of authorities in the field of technical education as to the needs of business and industry for this training; (b) the degree to which junior colleges can help meet these needs; (c) and the type of training the junior college could have to meet these needs.

2. From information gained from this review two forms of a questionnaire were designed and sent to employers and employees of selected business and industry in Aurora. Fifty-three employers and one hundred employees responded to the questionnaire.

3. The returned questionnaires were analyzed and conclusions drawn from the findings of the investigation.

Summary of Significant Findings

The following findings were derived from the analysis of the returned questionnaires:

1. Approximately fifty-seven per cent of the business establishments surveyed had training programs of varying types for their employees.

2. The dominant type of training program sponsored by Aurora business establishments was of the on-the-job type.

3. Approximately two-thirds of the employers of the surveyed business establishments felt that two years of training beyond high school for the employees would supplement the existing training or educational programs of their organizations.

4. Business courses were the dominant type of education the surveyed employers considered as supplementary to their existing programs.

5. Education that the surveyed employers considered as supplementary to their existing programs consisted of courses such as English, speech, government, and management.

6. Aurora educational facilities for training employees are considered fair by approximately sixty per cent of the employers of the industries and businesses surveyed.

7. Over three-fourths of the employers in this survey felt that a two-year post-high school technical education in Aurora area would benefit the employees.

8. Over three-fourths of the employees of the surveyed business establishments would like to obtain additional schooling in technical, business or general education.

9. Less than half of the employees of the surveyed business establishments had had any formal business or industrial training since high school graduation.

10. Approximately seventy-one per cent of the employees of the surveyed firms would take advantage of a junior college education now if it were available.

11. Many employees of industries involved in this survey were interested in enrolling in courses such as business, English, speech, mathematics, economics, interior decorating, music appreciation, and nursing.

Degree: M. S. in Education

Advisors: W. K. Ogilvie and L. Pourchot

AN ANALYSIS OF THE BUSINESS CURRICULUM IN THE PUBLIC JUNIOR COLLEGES OF ILLINOIS

Dale Rosendahl
1964

Statement of the Problem

The purpose of the study was to determine the content of the business curriculum in the public junior colleges of Illinois. The study was delimited to the public junior colleges of Illinois in operation during the 1963-1964 school year, and to the business curriculums prescribed in the catalogues of these colleges for the years 1963-1966.

Procedural Methods of the Study

The catalogues of the public junior colleges were used as the primary source of data. The eight branches of the Chicago City Junior College had the same catalogue and thus were considered as one junior college. The catalogue of one public junior college was not available, thus the total number of catalogues reviewed was 17.

The business curriculums were classified as either pre-professional (transfer) or semi-professional (terminal). Each type of curriculum was then analyzed as to the business courses offered.

Summary of Significant Findings

The major findings of the study follow:

1. General business (including economics) and accounting courses were the most frequently required or recommended for a pre-business curriculum. Accounting I was recommended in all of the public junior colleges.

2. The number of semester hours in business courses suggested for a pre-business curriculum ranged from 12 to 33. The majority of the junior colleges recommended 24 or 27 semester hours.

3. Of the 56 semi-professional business curriculums offered, 30 (53.5 per cent) were secretarial curriculums.

4. The total number of business courses offered in the public junior colleges was 498. Of this total, 119 (23.9 per cent) were general business courses. Clerical courses followed with 94 (18.9 per cent) offerings, accounting 82 (16.5 per cent), and stenographic 80 (16.1 per cent).

5. The greatest number of business courses offered in any one junior college was 51, the fewest 17. The average number of business courses offered was 29.

6. Business courses taught in non-business departments numbered 37, or 7.4 per cent of the total courses in business offered. Social science departments offered 24 courses. Business communications and economic geography were frequently taught in other departments.

7. Accounting I, Accounting II, and Principles of Economics I were courses offered in all of the public junior colleges. Sixteen of the 17 colleges offered courses in business communications, intermediate accounting, Principles of Economics II, Shorthand I, Shorthand II, Typing I, and Typing II.

8. Business data processing courses were offered by four junior colleges. These courses were more numerous in three of these colleges than any other type of business course.

The findings of this study lead to the following conclusions:

1. In general, the public junior colleges of Illinois are providing adequate instruction in business for both the transfer and the terminal students.

2. Pre-professional business curriculums emphasized general education and restricted the student in the number and types of business courses.

3. The majority of the semi-professional business curriculums allowed unlimited freedom in the choice of business courses.

4. Size of the enrollment does not appear to be a deciding factor as to the number or types of business courses offered by a junior college.

5. Instruction in the skill-type subjects such as shorthand and typing is being adequately fulfilled. Some of the junior colleges offer a preponderance and variety of these courses.

6. No widespread offering of business data processing courses was evident. Curriculum revision has apparently lagged behind the newer demands of automation in business and industry.

7. The junior colleges offering instruction in data processing appear to have geared their business programs toward the needs of the worker in that field.

8. The more specialized courses in business, such as finance, management, and marketing, were seldom offered.

The following recommendations are submitted as a result of this study:

1. The public junior colleges of Illinois need to evaluate and upgrade their present business curriculum, regarding the new demands in business and industry. This calls for a thorough study of community needs.

2. Because of the mobility of many junior college students, courses should not always be offered solely on the basis of community needs. This consideration must be adhered to when planning for the addition or deletion of courses.

3. The junior college catalogues should outline a general type of curriculum for pre-professional students to follow. General education should continue as a major objective, but maintained in proper balance with business courses.

4. Courses providing a background of business principles should be emphasized as courses for all students to take. Business students especially need a knowledge of business principles as a basis for skill types of learning.

5. Basic courses in business data processing should be added to the curriculums of the junior colleges which have no such courses. Specialized programs should be set up according to the needs of business and industry.

6. The addition of cooperative education programs should be considered. These programs should have close coordination between the school and employer.

Degree: M. S. in Education

Advisors: W. O. Maedke and L. Maxwell

A STUDY OF STUDENT FEES OF THE ILLINOIS PUBLIC COMMUNITY-JUNIOR COLLEGES

Ronald J. Gagliardo
1964

Statement of the Problem

The purpose of this study was to analyze the amount charged for various student fees in the public community-junior colleges of the State of Illinois. More specifically, the study was an effort to achieve the following objectives:

1. To explore the general background and growth of the community-junior college.
2. To explore the tuition and fee charges by the community-junior college.
3. To determine the feasibility of offering education at home at a lower cost.
4. To determine the amount of fees charged by the Illinois public community-junior colleges.
5. To compare the fees charged in Illinois with a sampling of fees charged in other states.
6. To arrive at conclusions based upon the investigation.

Procedural Methods of the Study

The procedure used consisted of the following order of events:

1. The general background and growth of the community-junior college was explored.

2. Related professional literature pertinent to the tuition and fee charges by the community-junior college was presented.

3. A questionnaire was constructed on student fees from the information obtained in various public community-junior college catalogs in Illinois.

4. The questionnaire, complete with cover letter explaining the nature of the study, was mailed to the eighteen public community-junior colleges in the State of Illinois. Fifteen or 83 per cent of them cooperated by returning the questionnaire. Two junior colleges who did not return the questionnaire, did provide their latest catalog for tabulation of data. One junior college did not return the questionnaire or provide a catalog.

5. An analysis of seventeen community-junior college catalogs from various states was undertaken in order to compare the amount of tuition fees charged in the Illinois public junior colleges, with a sampling of tuition fees charged in other states.

6. The questionnaire and catalog findings were analyzed and conclusions drawn.

Summary of Significant Findings

An analysis of the questionnaire and catalog findings revealed the following:

1. Eight (or 47 per cent) public junior colleges in Illinois charged no tuition fees to in-district or resident students. These eight junior colleges enrolled a large majority of Illinois junior college students.

2. Nine (or 53 per cent) junior colleges charged a full-time student tuition fee at a flat rate ranging from $25.00 to $100.00. The median charge was $75.00.

3. Only three Illinois junior colleges charged tuition by the semester hour for the full-time student.

4. Those junior colleges with a flat tuition rate also had a part-time student rate available by the semester hour.

5. With the exception of Thornton Junior College, it was found that all part-time tuition fees if computed on a semester average of fifteen semester hours would be somewhat larger than the corresponding flat tuition rate.

6. All part-time semester hour fees were found to be most reasonable. The median charge was $16.00.

7. Chicago City Junior College with the largest total enrollment of 27,466 students and Olney Community College with the smallest total enrollment of 157 students, did not charge any tuition fees for in-district students.

8. Eleven (or 65 per cent) Illinois junior colleges charged a full-time, out-of-district student a flat rate ranging from $75.00 to $275.00, whereas the full-time student by the semester hour was charged a fee ranging from $7.00 to $16.00. The median charge for the former was $175.00, while the latter was $12.00.

9. Olney Community College was the only junior college in the state charging out-of-district and out-of-state student fees by the quarter hour.

10. The part-time, out-of-district student by the semester hour was charged tuition fees ranging from $7.00 to $18.00 in the Illinois junior colleges. The median charge was $12.00.

11. Four (or 24 per cent) Illinois junior colleges charged the same tuition fees for out-of-state as was charged for out-of-district, whereas thirteen (or 76 per cent) junior colleges did not.

12. A student from out-of-state could expect to pay from $75.00 to $125.00 more per semester in tuition costs than the out-of-district student, with the exception of Joliet Junior College, which charged an additional $370.00 per semester. The median charge was $200.00 per semester for out-of-state students.

13. The full-time, out-of-state student by the semester hour was charged tuition fees ranging from $14.60 to $24.00 in the Illinois junior colleges. The median charge was $19.60.

14. The part-time, out-of-state student by the semester hour paid from $8.00 to $27.00 in tuition fees. The median charge was $19.60.

15. Illinois junior colleges charging higher tuition fees per semester at a flat rate, also charged a higher fee per semester hour.

16. No significant data were found indicating the possible relationship of the amount of fees charged to the size and enrollment of the junior college.

17. With the exception of Joliet Junior College and Morton Junior College, junior colleges with no or very little tuition fees per semester in Illinois charged less for both out-of-district and out-of-state students than those colleges with higher tuition fees per semester.

18. Fourteen (or 82 per cent) Illinois junior colleges charged a flat rate for the student activity fee. This rate amounted to $10.00 in ten of the junior colleges and was the median charge.

19. Two junior colleges required no laboratory fees, and two required fees based on per laboratory hour. Of the fifteen (or 88 per cent) Illinois junior colleges requiring laboratory fees, thirteen charged fees based on each laboratory course ranging from $0.50 to $25.00. The median charge was $7.50, based on the maximum fee charged.

20. In many Illinois junior colleges, laboratory fees included not only science courses but a variety of other courses.

21. An auditor fee of $3.00, $4.00, and $5.00 per semester hour was charged by three Illinois junior colleges. Five required the same fee as the tuition fees. One charged one-half of the tuition fees, and six (or 35 per cent) required no auditor fee.

22. A change of program fee of $1.00 and $2.00 was charged by four Illinois junior colleges. Two charged a fee of $1.00 per semester hour, and eleven (or 65 per cent) required no change of program fee.

23. A graduation fee ranging from $3.25 to $10 was charged by nine (or 53 per cent) junior colleges. The median charge was $5.00. Eight (or 47 per cent) Illinois junior colleges did not require a graduation fee.

24. A late registration fee ranging from $2.00 to $10.00 per semester was charged by ten (or 59 per cent) Illinois junior colleges. The median charge was $4.00. One required a fee of $10.00 per day. One charged a fee of $1.00 per semester hour, and five (or 29 per cent) required no late registration fee.

25. A physical education towel fee ranging from $0.50 to $2.00 was required by eight (or 47 per cent) junior colleges. The median charge was $1.00. Nine (or 53 per cent) required no such fee.

26. A registration fee ranging from $1.00 to $20.00 was charged by seven (or 41 per cent) junior colleges. Ten (or 59 per cent) required no registration fee.

27. A test fee of $1.00 to $5.00 was charged by seven (or 41 per cent) Illinois junior colleges. Ten (or 59 per cent) required no test fee.

28. A textbook rental fee of $2.00 and $2.25 per course was charged by two junior colleges. One charged a flat rate of $10.00 per semester, and fourteen (or 82 per cent) required no textbook rental fee.

29. A transcript fee was required by all Illinois junior colleges. Sixteen charged a fee of $1.00 per transcript, whereas one charged a fee of $0.50 per transcript. All junior colleges provided for at least one free transcript.

30. Seven (or 41 per cent) out-of-state junior colleges studied required no in-district tuition fees, whereas in Illinois, eight (or 47 per cent) junior colleges did. The in-district tuition fees in the out-of-state junior colleges ranged from $50.00 to $200.00 per semester. In Illinois, the tuition fees ranged from $25.00 to $100.00 per semester. The median charge was $72.50 for the former, and $75.00 for the latter.

31. Five (or 29 per cent) out-of-state junior colleges required no out-of-district tuition fees. However, all Illinois junior colleges required out-of-district tuition fees. The out-of-state institutions studied charged tuition fees for out-of-district students ranging from $10.00 to $250.00 per semester, whereas the Illinois junior colleges charged from $75.00 to $275.00 per semester. The median charge was $72.50 for the former, and $175.00 for the latter.

32. Free tuition for all students is no longer a reality in the California public junior colleges. Effective with the summer session, 1964, and thereafter, public junior colleges in California are mandated by the state legislature to charge a tuition fee for non-residents of the state.

33. The out-of-state public junior colleges charged from $50.00 to $250.00 in tuition fees per semester for the out-of-state or non-resident student. The median charge was $151.50. The out-of-state tuition fees for the Illinois public junior colleges ranged from $110.00 to $570.00 per semester. The median charge was $200.00.

34. Six (or 35 per cent) out-of-state junior colleges allowed the out-of-state student to pay the same tuition fees as the out-of-district student, and four (or 23 per cent) Illinois junior colleges did likewise.

35. The out-of-state public junior colleges who required no tuition fees for in-district students, charged less for both out-of-district and out-of-state students than those colleges who required tuition fees. This was also a finding for the Illinois public junior colleges.

36. Illinois public junior colleges had a higher median charge for all full-time students classified as in-district, out-of-district, and out-of-state, than the median charge found in the out-of-state public junior colleges studied.

Degree: M. S. in Education

Advisors: W. K. Ogilvie and D. D. Reach

A COMPARISON OF THE ACADEMIC ACHIEVEMENT OF INMATE-STUDENTS AT STATEVILLE WHO COMPLETE JUNIOR COLLEGE THROUGH TELEVISION AND A SAMPLE OF RESIDENT STUDENTS AT WRIGHT JUNIOR COLLEGE

Joseph Scime
1964

Statement of the Problem

In the Fall of 1956, the Chicago City Junior College began an experiment of offering college level courses for credit via open-circuit television. Two years later the inmates of the Illinois State Penitentiary were accorded the opportunity to use this new academic facility.

The purpose of this study was to determine if open-circuit television is an effective means of conveying college level courses to inmates of a maximum security prison.

To determine the above, the problem was stated as follows: How do the inmate-students who have completed over fifteen semester hours of junior college at Stateville through television compare in academic achievement with students who have completed over fifteen semester hours at Wright Junior College in residence?

Procedural Methods of the Study

Wright Junior College students were chosen for comparative purposes since it is this branch of the Chicago City Junior College from which the Stateville inmate-students are granted credits. Upon completion of the requirements, the Stateville inmate-students are eligible for the Associate in Arts degree.

The hypothesis of the study was that the academic success of the inmate-students through television is comparable or better than regular classroom students.

In selecting the subjects for this study, forty-six inmate-students who enrolled in the Fall, 1962 and Spring, 1963 semesters, and who earned more than fifteen semester hours were included. The Wright Junior College group, which consisted of fifty-five students, was selected on the basis of a stratified sampling technique. The selection was made so as to choose a sample group from Wright with scholastic aptitude scores similar to the inmate-students at Stateville. The study was limited to the Fall, 1962 and Spring, 1963 semesters, since this was the only time both groups took the same scholastic aptitude test.

The selecting of students from Wright Junior College with similar aptitude scores was necessary to control the variable of scholastic aptitude. Another controlled variable was the sex of those in the study. Since the Stateville group consisted of all males, the selection of the Wright Junior College sample was also limited to members of the male sex. There were other variables which were uncontrollable, such as age, motivation, and the variables caused by the environment of the two groups.

The findings of the study show that the Stateville inmate-students average about eleven years older than the sample selected from Wright Junior College.

Summary of Significant Findings

The study presented and analyzed data that conclusively proved on the basis of grade-point average that the inmates at Stateville, who were enrolled in the junior college program, compare favorably with the sample chosen from the Wright Junior College resident group.

The twenty-one inmate-students from Stateville who enrolled in the Fall, 1962 semester achieved a mean grade point average of 2.45, compared with a mean of 1.97 for the Wright sample enrollees for the same semester--a difference favoring the Stateville group of .48 on a four point scale.

In the Spring, 1963 semester, the twenty-five Stateville enrollees considered in the study had a mean grade point average of 2.35. The sample group of thirty students from Wright Junior College for the Spring, 1963 semester had a mean grade point average of 2.16. Therefore, the Stateville group had a .19 higher mean grade point average for the Spring, 1963 semester.

An analysis of the grade point average for the forty-six inmate-students from Stateville showed a mean grade point average of 2.40, whereas the fifty-five resident students from Wright Junior College earned a mean grade point average of 2.06--a difference of .34 favoring the Stateville group. The "t" test of significance was applied to determine if this difference was significant on a four point scale. The results of the "t" test indicated the difference was significant at the .001 level.

From this study it can be seen that the inmates at Stateville who have participated in the junior college program through television are, as a group, satisfactorily completing the grade point requirement of the Chicago City Junior College of 2.00.

The study indicates that television is an effective method of conveying college courses for credit to inmates of the Illinois State Penitentiary, Stateville Branch. Other prisons may find the officials at Stateville have found a solution for providing higher education to inmates with the capacity to undertake college level work.

Degree: M. S. in Education

Advisors: C. H. Miller and A. K. Tink

A SURVEY TO DETERMINE CURRICULAR NEEDS IN APPLIED TECHNOLOGY AT FREEPORT COMMUNITY COLLEGE

Donald F. Capes
1964

Statement of the Problem

The purpose of this study is to survey the present and anticipated needs for technicians in selected industries and businesses in the Freeport, Illinois area and to solicit opinion of representatives of industries and businesses as to the degree to which proposed programs of Freeport Community College will meet the needs of these firms. Data were gathered to help answer the following questions.

1. In what areas of technology are men being employed as technicians?
2. In what areas of technology are women being employed as technicians?
3. What are the present and anticipated needs for trained technicians in the Freeport, Illinois area?
4. What are the sources of technicians now employed in businesses and industries in the Freeport, Illinois area?
5. In what age categories are most presently employed technicians?
6. In what areas of Applied Technology should curricula be established at Freeport Community College?

Procedural Methods of the Study

To accomplish the purpose of this study the following procedures were instigated. A sub-committee of the Freeport Community College Advisory Council was formed. This committee was known as the Technical Curriculum Steering Committee. This Committee was composed of interested representatives of businesses and industries in the Freeport area and the College staff. The functions of this committee were to work with the investigator in the study of technical needs in the Freeport, Illinois area, and to make recommendations on the basis of the findings as to priority curricula in Applied Technology that should be instigated at Freeport Community College. The investigator acting as Survey Director developed a Survey Questionnaire and courses of study in eight areas of Applied Technology. The Survey Questionnaire and the proposed programs were sent to 24 selected businesses and industries in the Freeport area. The Survey Director interviewed respondents in the various firms during the completion of the respective Survey Questionnaires. Data were collected from the Questionnaires and information was organized from the notes taken in the interviews.

Summary of Significant Findings

Data gathered in this study tend to support the following findings:

1. Men are being employed in the following areas of technology:

    1. Chemical Technology
    2. Customer Engineering Technology
    3. Electronic Data Processing Technology
    4. Industrial Electrical Technology
    5. Industrial Electronic Technology
    6. Industrial Technology
    7. Mechanical Design Technology
    8. Mechanical Production Technology

2. Women are being employed in the following areas of technology:

    1. Chemical Technology
    2. Industrial Technology

3. The present needs for trained technicians in 1-3 years are indicated in the following list in sequence of area of greatest need to area of least need.

1. Mechanical Design Technology
2. Chemical Technology
3. Mechanical Production Technology
4. Industrial Electronic Technology
5. Industrial Electrical Technology
6. Electronic Data Processing Technology
7. Customer Engineering Technology
8. Industrial Technology

4. The anticipated needs for trained technicians in 7-10 years are indicated in the following list in sequence of area of greatest need to area of least need.

1. Industrial Electronic Technology
2. Mechanical Design Technology
3. Industrial Electrical Technology
4. Mechanical Production Technology
5. Chemical Technology
6. Electronic Data Processing Technology
7. Industrial Technology
8. Customer Engineering Technology

5. Trained technicians were obtained from the following sources listed in frequency of use.

1. Plant in-service training program
2. Other firms
3. Junior College Technical Programs
4. University Engineering Schools
5. Technical Institutes

6. The median age of technicians reported in this study is 30 years of age. The 120 technicians between 26 and 35 years of age represent 2/3 of the total technicians reported in this study.

Degree: M.S. in Education

Advisors: C. H. Miller and W. I. Schmidt

THE NEED, PLANNING, AND ORGANIZING OF A JUNIOR COLLEGE IN LAKE COUNTY, ILLINOIS

James L. Ackley, Jr.
1964

Statement of the Problem

The purpose of this study is to determine if there is a definite need for a junior college in Lake County, Illinois. This would require evaluations based upon the following criteria:

1. The resources and population of the area
2. The increased number of students going to college
3. The increased demand by business and industry for people who better meet the needs of these establishments.

If this need was determined, the planning for and the organization of a junior college must necessarily follow. This would involve location, taxation, tuition, and administrative and curriculum problems.

Procedural Methods of the Study

A study was made of the history of the junior college. The procedures followed in this study were as follows:

1. Attendance at monthly meetings of the Lake County Community College Association.

2. Studying various area surveys of junior college proposals.

3. Library research on all phases of the junior college program.

Definite plans or procedures concerning the actual building program or actual curriculum were not included in this study.

Summary of Significant Findings

There is a lack of educational facilities for higher education in Lake County. The cost for area students to attend schools away from home is very high and averages about $1500 - $2000 a year. There is good elementary and secondary education programs in the county which would supply an area junior college with a strong student body both in quantity and quality.

A four fold curriculum program suitable for the needs of the county would consist of: (1) a college transfer program, (2) a two-year general liberal arts program, (3) a technical semi-professional program, and (4) a part-time technical and adult education program. Guidance services would be of foremost importance in the success of all of these programs. The guidance personnel would have to be familiar with the needs of the area.

The entire county should be included in this proposal and the college site should be located very near the geographic center of the county. There is more than adequate assessed valuation in the county to support a junior college readily.

The professional staff should be of the highest caliber. Class loads should be small so the staff can also aid in counseling the students in their particular fields.

It has been established by this study that the junior college is becoming an integral part of higher education not only in Illinois but throughout the nation. It has also been shown that the cost of higher education is rapidly exceeding the reach of many qualified high school graduates. Lake County, Illinois has the population, the financial capabilities and the interest of business and industry as well as a substantial portion of its residents to warrant the establishment of a junior college at the earliest possible time.

Degree: M.S. in Education

Advisors: V. Alexander and P. C. Wells

AN ANALYSIS OF AREAS OF FUNCTION DEMANDING PROFESSIONAL CURRICULUM DIRECTION IN THE EMERGING COMPREHENSIVE JUNIOR COLLEGE

William E. O'Brian
1964

Statement of the Problem

It was the purpose of this paper to analyze the task to which the junior college in Illinois is now dedicated and the greatly broadened burden which the institution must carry if it is to rise with success to the challenge which the demands of the mid-century are presenting to it. Further, it was the purpose of the paper to ascertain whether or not the coming expansion of junior colleges in enrollments and in the greater variety of educational experiences to be offered indicates a need for professional curriculum direction to insure orderly and efficient growth.

Procedural Methods of the Study

An analysis was made of expert opinion on the subject of the comprehensive community college and its curricular offerings as expressed in pertinent literature. Expert opinion was considered to be the ideas, philosophy, evaluations and opinions of individuals considered to be eminent in the junior college field. Conclusions were drawn after the analysis of expert opinion expressed in the literature.

Summary of Significant Findings

A review of the paper indicates that there exist twenty-nine functions, general and specific, on the junior college level which might best be carried out by an effective curriculum director. A number of these tasks are not now being done at all; others, though they are being given attention, are not being done with maximum efficiency because the approach to them is fragmentary or narrow.

The general institutional services rendered by the curriculum director of the junior college are not unlike those of his counterpart in other secondary education: (1) preserving the concept of the innate dignity of all types of worthwhile education in a democracy; (2) insuring flexible programs of study and flexible programming for each student; (3) providing staff leadership and the broad educational outlook; (4) advising the administration on matters of curriculum and staff utilization; (5) bringing into being and carrying on an effective school-community relationship.

Emanating from the educational divisions in which he works are the specific contributions to be made by the curriculum director.

In the area of vocational education the director might be expected to apply himself to the following: (1) structuring sound programs; (2) integrating existing programs that are now fragmented and incomplete; (3) providing theory and design for both broad education and manipulative skills; (4) synchronizing and unifying the college and non-college elements involved in the vocational educational program; (5) aiding in the selection of non-professional staff; (6) advising the administration on the needs of the total construct in vocational education; and (7) predicting the additions to and deletions from the program in the future.

The director's major activities in the technological division involve these tasks: (1) defining technical education and delineating it from other educational types; (2) providing leadership for educational change rather than waiting for demand from and unorganized public; (3) providing breadth and depth of education in technical fields as opposed to narrow specialization of a training nature; (4) structuring base-line core curriculum in new and/or expanding institutions; (5) giving an overview of education that transcends the departmental outlook; and (6) advising the administration in matters of effective staff utilization.

In relation to general education the following contributions might be realized from effective curriculum direction: (1) defining the nature, limits, and goals of a program of general education; (2) acting as a primary creative force in developing the curriculum; (3) directing the selection, addition, and deletion of courses in order to present meaningful educational experiences relevant to the needs and aspirations of the students; and (4) unifying a complete and total curriculum in this area in accord with the definition of general education.

The curriculum director, as pointed out in Chapter VI, can enhance the college parallel program by attending to the following needs: (1) acting as liaison to major educational institutions in order to bring about a solution to transfer problem; (2) setting reasonable standards of excellence through his knowledge of the demands of higher institutions and by his understanding of the nature of the junior college student body in terms of ability range; and (3) integrating into the curriculum an effective and working counselling program.

In working with the adult division of junior college education, the curriculum director might make significant contributions in assuming responsibility for these tasks: (1) coordinating and regularizing night class offerings; (2) bringing ancillary services to the night division, (3) maintaining a unity of substance in the subject matter of regular and adult programs; and finally (4) providing for direct vis-à-vis public relations between the school leaders and the adult students.

These twenty-nine possibilities of application of professional curriculum leadership indicate that the junior college, particularly in its emerging and formative stages, presents an exceptionally fertile field for the curriculum director. Indeed, so numerous are the curricular tasks that demand attention, the director would initially be obliged to determine which ones call for action first.

Returning to the statement of purpose, particularly to the second issue raised; i.e. whether or not the coming expansion of junior colleges in enrollments and in the greater variety of educational experiences to be offered indicates a need for professional curriculum direction to insure orderly and efficient growth, it appears to involve little or no risk in view of evidence to conclude in the affirmative. For optimum orderly development junior colleges will have need of professional curriculum direction.

Degree: C.A.S.

Advisors: D. McDowell, W. K. Ogilvie, and R. A. Belnap

A STUDY TO DETERMINE THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE DESIRABLE FOR JUNIOR COLLEGE BUSINESS MANAGERS

James A. Bort
1965

Statement of the Problem

The purpose of this study was to determine the educational background and work experience desirable for junior college business managers.

The problem was divided into four divisions of inquiry:

1. What academic subjects are considered important to junior college business managers?
2. What academic degrees are indicated as desirable by junior college business managers as qualifications for this position?
3. What work experiences are considered important to the junior college business managers for effectiveness in their positions?
4. What is the role of special certification requirements for business administrators in junior colleges?

Procedural Methods of the Study

To facilitate this study a four-page questionnaire was designed and mailed to all the junior college business managers in the two states of Illinois and California. In Illinois 40 questionnaires were mailed to business managers of 25 public and 15 private junior colleges. Seventy-four public and five private junior college business managers in California were mailed questionnaires. A total of 119 questionnaires were mailed to business managers of junior colleges in Illinois and California. There was a 63.5 per cent response from the junior college business managers in both states.

Summary of Significant Findings

The following conclusions concerning general information about the respondents may be drawn from the results of Part I of this survey:

The 75 respondents spent an average of 5.3 years working at the junior college where they were presently employed.

The average enrollment of the junior colleges was 3,410 students.

Forty (53 per cent) of the 75 business managers worked full-time at the junior college while 35 (47 per cent) indicated they did not. Fifteen (43 per cent) of the 35 respondents, who were not full-time business managers at the junior college, were business administrators of school districts including the junior college and other schools, such as high schools, junior high schools, and/or elementary schools.

The responding business managers had an average of 8.5 persons working on the office staff directly responsible to them.

Five of the major duties of the Illinois and California junior college business managers involved (1) budgeting, (2) purchasing, (3) supervision and administration of personnel, (4) construction, and (5) maintenance and operation.

The following conclusions concerning the educational background and work experience of the respondents may be drawn from the results of Part II of this study:

Of the 75 respondents, 59 per cent indicated they had studied prescribed courses in business administration and 64 per cent had studied prescribed courses in the field of education. Only 26 per cent of the 75 responding business administrators had internship in school business management.

There were 88 per cent of the 75 responding business managers who held a bachelor's degree. Two-thirds (67 per cent) of the junior college business administrators held a master's degree; one-fifth (20 per cent) held a doctor's degree.

Fifty per cent of the respondents from Illinois held a degree in business administration compared to 35 per cent of the California respondents. In both states approximately 40 per cent of the 75 responding business managers held a degree in business administration.

In Illinois 46 per cent of the junior college business managers held a degree in education. The percentage for Illinois was significantly lower than that for California where 65 per cent of the respondents held a degree in education. Either a bachelor's, master's, or doctor's degree in the field of education was held by 59 per cent of the 75 respondents from both states.

It was significant at the undergraduate level that 46 per cent of the Illinois respondents who held a bachelor's degree majored in business. Only eight per cent of the business managers from Illinois majored in the field of education. In California 38 per cent of the bachelors' degrees were earned in business compared to less than three per cent earned in education. In both states there were 41 per cent of the undergraduate degrees earned in business and only five per cent of the bachelors' degrees earned in the field of education.

Of the respondents holding a master's degree, 33 per cent of the Illinois business managers majored in education, while 20 per cent received their degrees in business. In California there was a significant difference between the masters' degrees earned in education (71 per cent) and those earned in business (3 per cent). In both states 60 per cent of the 50 respondents holding a master's degree received their degree in education compared to eight per cent in business administration.

In both states there was a significant difference in the number of doctorates earned in education and in business. Sixty per cent of the doctors' degrees were earned in the field of education compared to seven per cent obtained in business administration.

Over four-fifths (81 per cent) of the 75 respondents had some work experience in business. Three-fourths (76 per cent) of the responding junior college business managers had teaching experience. The average work experience in business was 5.4 years, and in teaching 7.9 years.

In Illinois only 27 per cent of the respondents had experience as a school business administrator before becoming a junior college business manager. However, 57 per cent of the business managers from California had previous work experience as a school business administrator. Forty-seven per cent of the respondents from both states had experience in school business administration before becoming a business manager of a junior college.

In Illinois only 11 per cent of the respondents had a certificate in school business administration. There were 14 per cent of the responding business managers from California holding a certificate. In both states only 13 per cent of the 75 responding junior college business managers had a certificate in school business administration.

The following conclusions, concerning the opinions of the junior college business managers regarding the necessary qualifications a candidate should possess for the position of junior college business manager, may be drawn from the results of Part III of this study:

There were 87 per cent of the 75 responding junior college business managers, who favored the statement that an applicant for the position of business manager should have studied prescribed courses in business administration.

The group attitude for the Illinois junior college business managers was inconclusive regarding the statement that a candidate for the position of business manager should have studied prescribed courses in education. However, the respondents from California favored the statement that an applicant should have studied prescribed courses in education. Slightly fewer than two-thirds (63 per cent) of the respondents from both states were of the opinion the applicant should have studied prescribed courses in education.

The group attitude for Illinois was inconclusive regarding the statement that a candidate should be required to have internship in school business administration. Concerning the statement that an applicant should have internship, the California business managers responded favorably. Over half (54 per cent) of the 75 responding business managers from both states indicated that a candidate for a business manager's position should be required to have internship experience in school business administration.

Of the 75 respondents, 94 per cent agreed with the statement that a candidate for a position as a junior college business manager should hold a bachelor's degree. Almost two-thirds (65 per cent) of the responding business managers from both states favored the statement that a candidate should hold a master's degree.

An unfavorable group attitude was expressed by the Illinois respondents regarding the statement that a candidate for a junior college business manager's position should hold a doctor's degree. In California the group attitude concerning a candidate holding a doctor's degree was inconclusive. Only 19 per cent of the respondents from both states agreed with the statement that an applicant for the position of junior college business manager should have a doctorate.

The group attitude of the 75 respondents favored the statement that a candidate for the position of junior college business manager should hold a degree in business administration. The group opinion expressed by the 75 respondents was inconclusive concerning the statement that an applicant should hold a degree in the field of education.

Since fewer than 40 per cent of the responding business managers, who favored the statement that a candidate should hold a bachelor's degree, indicated a field of study, the results were inconclusive. The data for the desired graduate field of study on the master's and doctorate level were similarly inconclusive.

Four-fifths (80 per cent) of the 75 respondents favored the statement that a candidate for a business manager's position in a junior college should have previous work experience in business. Over three-fifths (61 per cent) of the responding business managers had a group attitude that favored the statement that an applicant should have teaching experience. The data regarding the number of year's experience most desirable in business and teaching were not sufficiently valid to be conclusive.

Of the Illinois respondents, the group attitude was inconclusive regarding the statement that an applicant should have some experience as a school business administrator before becoming a junior college business manager. However, the California group attitude favored the statement that a candidate should have experience as a school business manager. In both states the group attitude of the 75 respondents was not conclusive regarding the opinion that an applicant should have some experience as a school business administrator.

Of the 75 responding business managers, 40 per cent were in agreement with the statement that a candidate for the position of business manager in a junior college should have a certificate in school business administration. The group attitude from both states was inconclusive concerning the statement that a candidate should have a certificate in school business management.

The following conclusions concerned with determining the subject areas the junior college business managers considered essential for an applicant to have for the position of junior college business manager may be drawn from the results of Part IV of this survey.

The responding 75 business managers of junior colleges ranked the following college courses as the 18 most important in the educational program of a candidate for the position of business manager in a junior college:

1. School finance
2. School business management
3. School fund accounting
4. School law
5. School organization and administration
6. Purchasing and supply administration
7. School office and personnel management
8. Maintenance and operations in school business management
9. School buildings
10. Advanced school fund accounting and budgeting
11. School-community relations
12. Problems in school administration
13. Administration of staff personnel
14. Electronic data processing
15. Internship in school business management
16. Management of auxiliary enterprises
17. Curriculum theory
18. Seminar in school business management

The above college courses were ranked in sequential order on the basis of importance.

These conclusions, concerning any other items the respondents considered important in the educational background and work experience of an applicant for the position of junior college business manager, may be drawn from the results of Part V of the questionnaire used in this study.

The most-mentioned comments made by the respondents emphasized the idea that the candidate for a business manager's position should have a well-rounded personality and should be able to work well with other people. The following comment from a California respondent fairly well summarized the respondents' comments regarding the personality of the applicant:

> Formal education and experience are very necessary. However, the personal traits of the individual are also very important. A few examples are: Can he communicate? Can he establish and maintain good relationships with people? Can he take the stress? Can he make decisions? Can he think creatively?

Group opinion favored the following:

1. An applicant for the position of business manager should have studied prescribed courses in business administration.

2. A candidate for a business manager's position should have studied prescribed courses in the field of education.

3. An applicant for the position of business manager in a junior college should have internship in school business administration.

4. A candidate for the position of junior college business manager should hold a degree in business administration.

5. An applicant for a junior college business manager's position should hold a master's degree.

6. A graduate program of study for junior college business administrators and candidates for the position should be developed and should include the following college courses:

    School Finance
    School Business Management
    School Fund Accounting
    School Law
    School Organization and Administration
    Purchasing and Supply Administration
    School Office and Personnel Management
    Maintenance and Operations in School Business Management
    School Buildings
    Advanced School Fund Accounting and Budgeting

7. A candidate for a business manager's position should have previous work experience in business.

8. An applicant for the position of business manager in a junior college should have teaching experience.

Group opinion was inconclusive regarding the following:

1. An applicant for business manager of a junior college should hold a degree in the field of education.

2. A candidate for a business manager's position in a junior college should have an educational background beyond the master's degree.

3. An applicant for the position of junior college business manager should hold a doctor's degree.

4. A candidate should have experience as a school business administrator before becoming a business manager of a junior college.

5. An applicant for a business manager's position in a junior college should have a certificate in school business administration.

Degree: M. S. in Business Administration

Advisors: H. Yankow and J. H. Nelson

A FOLLOW-UP STUDY OF THE FURTHER EDUCATIONAL EFFORTS OF GRADUATES OF ELGIN COMMUNITY COLLEGE

Robert H. Jenson
1965

Statement of the Problem

It was the purpose of this study to obtain the following information about the over four hundred students of Elgin Community College who have earned their two year certificates in the period 1951-1962.

1. The present address of the student.

2. The additional formal education of these students.

3. The schools attended after Elgin Community College.

4. The present occupation of these students.

The records of the students who had graduated from Elgin Community College have been maintained in a sporadic fashion. When information about graduates came to the attention of the faculty or office staff, entries were made on record cards. Often no source of the information was given.

It was decided to confirm all information by direct contact with the graduates using either phone or mail.

Since the 1963 graduates would not have earned a degree until the summer of 1965, the years 1951 through 1962 were used in this study.

Procedural Methods of the Study

The procedure used consisted of the following steps:

1. The college records were examined and a listing of graduates, by year, was obtained.

2. Where possible, addresses, parents' names, and schools attended were collected.

3. The literature was searched for reports of similar studies of junior college graduates.

4. A questionnaire was prepared and printed on plain and postal cards.

5. Phone calls in the local area were made and a mailing to other alumni was sent.

6. The replies were tabulated and a second mailing was made to those not replying to the first questionnaire.

Summary of Significant Findings

An analysis of the questionnaires returned revealed the following:

1. Responses were obtained from two hundred seventy-four, or 63 per cent, of the four hundred thirty-three graduates.

2. Two hundred ten, or 79 per cent, of those responding had earned at least one year's credits beyond the Elgin Community College.

3. One hundred seventy-seven, or 65 per cent, have obtained a bachelor's degree.

4. Twenty-six, or 9 per cent, have earned a master's degree.

5. Three, or 1 per cent, have earned a doctorate.

6. Only thirteen, or 5 per cent, have not earned any additional college credit beyond the two year certificate.

7. The University of Illinois and Northern Illinois University have granted eighty, or 47 per cent, of the bachelor's degrees earned by those reporting.

8. Four times as many graduates have earned degrees in Illinois as in out of state school.

9. The business office and teaching each occupy twenty per cent of the two hundred graduates reporting their occupation.

10. Homemaking occupies fifteen per cent of the graduates.

11. Some type of engineering is given as the occupation of 10 per cent of the graduates.

12. The remaining 35 per cent of those reporting their occupation are found in seles, laboratory, school, self-employment, nursing, factory work, government service and law.

13. It can be concluded that the graduates of Elgin Community College were strongly motivated to continue their education. Many who have not yet earned a degree comment that they are still working toward it on a part time basis.

Degree: M. S. in Education

Advisors: W. K. Ogilvie and F. W. Rolf

A STUDY OF FOREIGN LANGUAGE OFFERINGS IN SELECTED PUBLIC JUNIOR COLLEGES OF THE UNITED STATES

John C. Rassogianis
1965

Statement of the Problem

The purpose of this study was to examine the foreign language offerings of 100 selected public junior colleges located throughout the United States. More specifically, the survey was designed to achieve the following objectives:

1. To determine the range of foreign language courses and hours offered by the sample of junior colleges included in the study.
2. To determine the mean and median number of foreign language courses and hours offered in the sampling of junior colleges involved in the study.
3. To determine the number of foreign language courses and hours offered in the areas of reading, composition, and conversation.
4. To determine the number of foreign language courses and hours offered in literature.
5. To determine the number and hours of scientific and commercial foreign language offerings included in the study.

Procedural Methods of the Study

During the course of the investigation, the following methods of procedure were used:

1. Related literature published in professional periodicals, reports, and other professional publications between the years 1954 and 1964 was examined to determine the extent to which studies had been accomplished in this area of study.

2. A percentage was determined of the total number of public junior colleges for each state. The 1964 Junior College Directory was used. Only those publicly controlled state, county, district, or local junior colleges accredited by one of the following regional accrediting agencies were considered by the study:

a. New England Association of Colleges and Secondary Schools

b. North Central Association of Colleges and Secondary Schools

c. Middle States Association of Colleges and Secondary Schools

d. Southern Association of Colleges and Secondary Schools

e. Western College Association

f. Northwest Association of Secondary and Higher Schools

The results were totaled and percentages calculated for each state. At least one public junior college from a state was included in the sample, if that state had institutions meeting the criteria established by the study. Junior Colleges were selected on a random basis, according to calculated percentages, for states with two or more institutions meeting the criteria established by the study.

3. Catalogs were secured according to the percentage of junior colleges in each state meeting the criteria established by the study.

4. Catalogs were analyzed to secure the information pertinent to the study.

5. The findings of the catalog study were recorded and analyzed.

6. Conclusions were stated as warranted by the findings of the investigation.

Summary of Significant Findings

An analysis of the data obtained in the investigations revealed the following information concerning the foreign language offerings in the public junior colleges:

1. The study established that of the 84 institutions that forwarded their catalogs, all offered a minimum of four courses in foreign languages.

2. The range of hours in foreign language offerings in the junior colleges involved in the study was from six to 232. The mean number of courses offered by the institutions involved in the study was 52.37.

3. Eighty one, or 96.4% of the 84 institutions involved in the study offered a minimum of one course in French. A total of 201 French courses were offered for 1334 credits. The mean number of courses available among schools offering French was 4.96.

4. Of the 84 junior colleges studied, 64 or 76.2 per cent offered work in the area of German. 315 German courses were offered for a total of 1098.33 hours. In those institutions which were found to offer German courses, the mean number of such offerings available was found to be 4.92.

5. Seventy three or 86.9 per cent of the institutions involved in the study offered a minimum of one course in Spanish. The total number of such courses available was found to be 404 for a total of 1303.33 hours. The mean number of Spanish courses among schools offering such courses was 5.53.

6. Of the 84 junior colleges included in the study, 24 or 28.57 per cent were found to offer a minimum of one course in Russian. The total number of such courses available was found to be 87 for a total of 274 credit hours. In those institutions which were found to offer Russian courses, the mean number of such courses available was found to be 3.78.

7. Seven of 8.3 per cent of the 84 institutions involved in the study offered a minimum of one course in Italian. A total of 20 courses were offered in Italian for 101 credits. The mean number of Italian courses offered by the institutions involved in the study was found to be 2.86.

8. Of the 84 institutions included in the study, 38 or 45.24% were found to offer a minimum of one language course in reading composition, or conversation. The total number of such courses available was 136 for a total of 454 credit hours. In those institutions which were found to offer language courses in reading, composition, and conversation, the mean number of such courses available was found to be 3.58.

9. Ten or 8.4 per cent of the 84 junior colleges involved in the study offered a minimum of one foreign language literature course. The total of 26 courses were offered for 194 credit hours. The mean number of such offerings was found to be 2.6.

10. A total of seven or 8.33% of the community colleges involved in the study offered a minimum of one course pertaining to scientific German. One junior college offered scientific Russian; another offered a commercial Spanish course. The mean number of scientific German offerings was found to be 1.14.

11. Two or 2.38 per cent of the junior colleges involved in the study offered a minimum of one course in Arabic. A total of four courses in Arabic were offered for 26 credits. A three hour Arabic civilization course also was offered for foreign language credit by Los Angeles City College. The mean number of such offerings among the two schools offering Arabic courses was 1.25.

12. Of the 84 junior colleges included in the study, two or 2.38 per cent offered a minimum of one course in Chinese. The total number of such courses available were found to be three for a total of 28 hours credit. The mean number of Chinese courses was found to be 1.50.

13. Two junior colleges each offered a minimum of one course in Greek for a total of 30 credit hours.

14. One community college involved in the study offered four courses in Hebrew for a total of 16 credits.

15. Of the 84 junior colleges studied three or 3.57 per cent of the institutions involved in the study offered courses in Japanese. The total number of such courses available was found to be 12, including two courses offered in English totaling five semester hours. The total credit hours of Japanese course offerings included in the study was found to be 37.

16. Five or 5.95 per cent of the institutions involved in the study offered a minimum of one course in Latin. One junior college offered a total of ten courses. The total number of Latin courses offered by the community colleges included in the study was found to be 16 for a total of 96 credits.

17. One community college offered two courses in elementary Portuguese for a total of eight semester hours.

Degree: M.S. in Education

Advisors: W. K. Ogilvie and L. J. Loughlin

A COMPARATIVE STUDY OF ENTRANCE EXAMINATION SCORES OF 30,702 ENTRANTS OF A LARGE METROPOLITAN JUNIOR COLLEGE DISTRICT, 2,327 ENTRANTS OF NORTHERN ILLINOIS UNIVERSITY, AND NATIONAL NORMS

James W. Piety
1965

Statement of the Problem

The purpose of this study was to examine the ACT and CAT college entrance scores of metropolitan junior college students. Many junior colleges require their students to take national standardized aptitude tests. The City Junior Colleges were used as a source of data, for they have used standardized national tests for many years to indicate the capacity of students for successful performance. These entrants were compared with national college norms. In addition to this the City Junior College entrants were compared with Northern Illinois University entrants for 1962.

Procedural Methods of the Study

The procedures used consisted of the following sequence of activities:

1. Related literature published in professional periodicals, reports, and related papers secured from the Department of Examinations of the City Junior College, between the years 1940-1963, were examined to determine the extent to which studies had been done in this field.

2. The 1955 Edition of the College Ability Test, Form 1A, was administered, from September 1956 through March 1963, to 30,702 entering students in the City Junior College System.

3. The City Junior Colleges administered the College Ability Test, Form 1A, in the fall of 1962 to 4,448 entrants.

4. National norms for the College Ability Test, and the American College Test, which was used at Northern Illinois University, were secured from the Department of Examinations of the City Junior College.

5. A conversion table, to compare the College Ability Test, and the American College Test, with national CAT norms was developed.

6. The Department of Research, at Northern Illinois University, supplied scores for 2,327 student entrants for the fall of 1962. The 1960 Edition of the American College Test was administered, prior to the beginning of the school term, in the fall of 1962.

7. The data was analyzed and compared by constructing tables that indicated the medians (50th percentile), Q_3 (75th percentile), and Q_1 (25th percentile), and conclusions were drawn from the findings of the investigation.

Summary of Significant Findings

The following findings of the study were based upon an analysis of information obtained in the process of conducting the study:

1. The composite for the 30,702 community college entrants were compared with national college norms on the College Ability Test. It indicated that the entrants ranged from the zero percentile to the ninety-ninth percentile. The total range for the 2,327 entrants to Northern Illinois University, for the fall of 1962, ranged from the 6th percentile to the ninety-ninth percentile.

2. The third quartile composite for the 30,702 community college entrants, from 1956-1963, ranked at the 50th percentile of national College Ability Test norms. The third quartile for Dr. Medsker's 1952 California study of 6,199 community college entrants ranked at the 60th percentile of national College Ability Test norms. The third quartile for the 2,327 Northern Illinois University entrants for 1962 ranked at the 93rd percentile of the national College Ability Test norms.

3. The median composite score for the 30,702 community college entrants, compiled from 1956-1963, ranked at the 33rd percentile of the national College Ability Test norms. The median for Dr. Medsker's 1952 California study of 6,199 community college entrants ranked at the 33rd percentile. The median for the 2,327 Northern Illinois University entrants, for the fall of 1962, ranked at the 83rd percentile of the national College Ability Test norms.

4. The first quartile composite for the 30,702 community college entrants, from 1956-1963, ranked at the 10th percentile of the national College Ability Test norms. The first quartile for Dr. Medsker's 1952 California study of 6,199 community college entrants ranked at the 20th percentile of the national College Ability Test norms. The first quartile for the 2,327 Northern Illinois entrants, for the fall of 1962, ranked at the 33rd percentile of the national College Ability Test norms.

5. There were twenty-five percent of the 30,702 community college entrants examined, or 7,677, that ranked above the median on the national College Ability Test norms. There were seventy-five percent of the 30,702 entrants, or 23,025 that ranked below the median for the national College Ability Test norms. There were sixty-seven percent of the entrants at Northern Illinois University, or 1,563 entrants, out of a total of 2,327 tested, that ranked above the national College Ability Test norms median. There were 764 entrants at Northern Illinois University, out of a total of 2,327 tested, or 33 percent of the entrants, ranked below the median.

6. There were 5.82 percent of the 30,702 community college entrants, or 1,789 that were above the third quartile. Northern Illinois University had 53 percent of the 2,327 entrants for the fall of 1962, or 1,239 entrants that were above the third quartile, on the national College Ability Test norms.

7. The study found that community college entrants tended to rank below the national norms for four-year colleges, but many of the entrants were superior in ability to students in senior colleges. The metropolitan community college entrants ranked at the same median as the California community college entrants tested by Dr. Medsker. Both ranked at the 33rd percentile of national College Ability Test norms.

8. The community college entrants tended to rank below Northern Illinois University entrants. A few of the community college entrants would be considered superior in senior colleges.

Degree: C.A.S. in General Education

Advisors: W. K. Ogilvie, H. A. O'Connor, and D. McDowell

A COMPARISON OF BUSINESS EDUCATION CURRICULUMS IN ILLINOIS COMMUNITY COLLEGES WITH THOSE IN SELECTED COMMUNITY COLLEGES OF CALIFORNIA, FLORIDA, NEW YORK, AND TEXAS

Grace W. Grizzard
1965

Statement of the Problem

The purpose of this study was to compare certain aspects of the business curriculums of the existing Illinois community colleges with those of selected out-of-state community colleges. Illinois community colleges were compared to eight community colleges from each of the following states: California, Florida, New York, and Texas. The number and kinds of courses offered by each institution were studied. Information concerning the business occupational curriculums was noted. The study was also interested in the business requirements for non-business majors.

Procedural Methods of the Study

A review was made of recent literature related to community college business curriculums. Catalogs from the community colleges selected for study were secured, and necessary facts were obtained from these catalogs and tabulated.

Summary of Significant Findings

The following findings of the study were based upon an analysis of information obtained in the process of conducting the study:

1. Accounting, economics, and office skills were the most frequently listed business courses.

2. principle courses were among those listed most often in the areas of accounting, business data processing, distributive education, economics, finance, hospitality education, insurance, management, real estate, and transportation.

3. Business law, business mathematics, introduction to business, business correspondence, and business English were the most offered "miscellaneous" business subjects.

4. Typewriting, shorthand, and business machines were the most frequently listed office-skill subjects.

5. More community colleges listed between 11 and 15 hours in accounting than in any other hour range. The greatest number of hours offered by an Illinois community college was 27.

6. Most of the Illinois and one-half of the non-Illinois community colleges offered no credit in business data processing. However, an Illinois school did offer 54 credit hours.

7. One-fourth of the Illinois community colleges offered no course work in distributive education. None offered more than 15 hours. None provided specific work experience in this area. California and New York colleges provided the greatest selection of courses in distributive education.

8. Most community colleges offered between six and ten hours of subject matter in economics. All schools listed at least one course in economics.

9. Over 60 percent of the Illinois community colleges provided no instruction in finance. Of the out-of-state community colleges, 62.5 percent listed courses in finance.

10. Hospitality education was offered by four colleges selected for this study. These community colleges were located in Florida and New York.

11. Courses in insurance were offered by less than one-half of the community colleges. No school in Illinois offered more than five hours of insurance, and only 26.3 percent provided instruction in this area.

12. Nine community colleges in Illinois and 23 of the out-of-state colleges provided work in the area of management and/or supervision. One of the Illinois community colleges listed 48 hours in this category.

13. The least number of hours in office skills offered by an Illinois community college was six while the greatest number was 54. One California community college listed 110 hours in this area.

14. While almost one-half of the out-of-state community colleges provided instruction in real estate, only 18.8 percent of the Illinois schools listed courses in this field. The maximum number of hours offered by an Illinois community college was 18 hours in real estate while a California school provided the most with 63 hours.

15. Only one Illinois and few out-of-state community colleges offered courses in transportation education. Transportation principles and traffic and sales management courses were the most often listed.

16. Secretarial science, general business, accounting, and business administration were the most often listed business occupational curriculums.

17. One-year business training programs were listed in the Illinois community college catalogs 11 times. These short occupational programs were listed 37 times in the out-of-state catalogs. The most popular were again secretarial, accounting, and stenographic sequences.

18. Forty-eight different non-business majors were required to take a course in economics at least once in the selected community colleges for study. Accounting and typewriting were the next most often listed courses required of non-business majors.

Degree: M.S. in Education

Advisors: L. Maxwell and W. K. Ogilvie

A SURVEY OF MATHEMATICS OFFERINGS IN SELECTED PUBLIC JUNIOR COLLEGES

Otto M. Kolar
1965

Statement of the Problem

The purpose of this study was to examine the mathematics offerings of 100 selected public junior colleges located throughout the United States. The survey, more specifically, was designed to realize the following objectives:

1. to determine the range of mathematics courses and hours offered by the sample of junior colleges involved in the study
2. to determine the courses and hours required in mathematics for an Associate Degree in the sampling of junior colleges included in the study
3. to determine the range of mathematics courses and hours offered in relationship to specific areas of mathematics as offered by the sample of junior colleges involved in the study
4. to determine the number of courses and hours related to high school mathematics in the junior colleges studied
5. to determine the number of courses and hours related to college-parallel mathematics in the junior colleges included in the study
6. to determine the number of courses and hours related to commercial mathematics in the junior colleges studied
7. to determine the number of courses and hours related to technical-vocational mathematics in the junior colleges included in the survey
8. to determine the number of courses and hours related to modern and general educational mathematics in the junior colleges studied.

Procedural Methods of the Study

The following methods were used during the investigations carried out for this study:

1. Related literature published in professional periodicals, reports, and other professional publications between the years 1924 and 1964 were examined to determine the extent to which studies had been done in this field.

2. The percentage of the total number of public junior colleges for each state was determined by using the 1962 Junior College Directory. The only junior colleges considered in the study were those that were publicly controlled by state, district, county, or local governments and were accredited by one of the six regional accrediting agencies:

Middle States Association of Colleges and Secondary Schools,
North Central Association of Colleges and Secondary Schools,
New England Association of Colleges and Secondary Schools,
Northwest Association of Secondary and Higher Schools,
Southern Association of Colleges and Secondary Schools,
Western College Association.

Military colleges were excluded from this sample. After the results were totaled, the percentages were calculated for each state. A minimum of one junior college from a state was included in the sample if that state had institutions meeting the criteria established by the study. Colleges were then selected on a random basis, according to the calculated percentages, to reach the total of 100 public junior colleges.

3. Catalogs were obtained in proportion to the calculated percentages of junior colleges in each state meeting the criteria established by the study.

4. Sections of the catalogs pertaining to mathematics were analyzed to obtain the information necessary to the study.

5. The findings of the catalog study were recorded and analyzed.

6. Conclusions were stated as warranted by the findings of the investigation.

Summary of Significant Findings

The following information was determined through an analysis of the data obtained in the study concerning mathematics offerings in public junior colleges.

1. The investigation established that a minimum of twelve courses in mathematics and related areas were offered by the 73 institutions involved in the study. The range of course offerings in the junior colleges studied varied from 12 to 59. The mean number of course offerings in mathematics was 29.07 in those institutions offering such courses. The median number was twenty-six.

2. The number of credit hours in mathematics in the junior colleges analyzed ranged from 33 to 163. The mean number of course hours offered in mathematics by the institutions involved in the study was 81.15. The median number of mathematics hours was 73.

3. The number of mathematics hours required for graduation among the institutions studied varied from zero to eight. The mediam number of mathematics hours required for graduation was three for those junior colleges stating a requirement in mathematics.

4. Sixty-nine, or 94.52%, of the 73 junior colleges analyzed offered work in the area of high school mathematics. The total number of such courses offered was 243 for a total of 708 course hours. The mean number of courses available among the schools studied offering high school mathematics was 3.52. The median number of such courses was four.

5. Of the 73 institutions included in the study, 57, or 78.08%, offered a course in intermediate algebra. Sixty-two intermediate algebra courses were offered for a total of 184.33 hours. In those schools analyzed offering intermediate algebra, the mean number of course hour offerings was 3.23. The median number was three.

6. All of the 73 junior colleges studied offered work in the area of commercial mathematics. The total number of such courses available was 374 for a total of 961 hours. The median number of courses offered in commercial mathematics by those institutions involved in the study was three. The mean number of courses offered in this area was 5.12 among those schools offering these courses.

7. Of the 73 institutions analyzed in the study, 69, or 94.52%, offered a minimum of one course in either business mathematics or mathematics of finance. A total of 113 courses were offered in this area for a total of 317.67 hours. In those junior colleges offering either business mathematics or mathematics of finance, the mean number of course hours offered was 4.6. The median number of such courses was three.

8. Seventy-two, or 99.53% of the institutions included in the study, offered a minimum of one course in office machines. The total number of office and business machine course offerings was 179 for a total of 387.33 course hours. The median number of courses in office and business machines among those schools offering such courses was two. The mean number of such courses was 2.49.

9. All of the 73 junior colleges analyzed offered a minimum of two courses in the area of technical-vocational mathematics. The number of such courses offered was 678 for a total of 1744.33 hours of credit. The institutions involved in the study offered a mean number of 9.29 courses in technical-vocational mathematics. The median number of courses in this area was nine.

10. Of the 73 institutions included in the study, 71, or 97.26%, offered a course in descriptive geometry. The total number of courses offered in this area was 82 for a total of 206 hours. The median number of such courses was three. In those junior colleges studied, the mean number of course hours offered in descriptive geometry was 2.9.

11. Fifty-one, or 69.86% of those schools analyzed, offered a minimum of one course in surveying. Ninety-five courses in plane surveying were offered for a total number of 255 course hours. The mean number of course hours offered in this area was five. The median number of courses offered in surveying was three.

12. All of the 73 junior colleges included in the study offered a minimum of one course in engineering drawing. A total of 156 courses were offered in this area for a total number of 374.33 hours. In those institutions offering such courses, the median number of course offerings was two. Among the junior colleges studied, the mean number of courses available in engineering drawing was found to be 2.14.

13. Of the 73 institutions included in the study, 59, or 80.82%, were found to offer a minimum of one course in slide rule and engineering problems. The total number of such courses was found to be 83. This number represented 109.67 course hours. The mean number of course offerings in slide rule and engineering problems among those junior colleges studied was 1.41. The median number of such courses was one.

14. In the area of college-parallel mathematics, all 73 junior colleges involved in the study offered a minimum of four courses. Six hundred sixty-one courses related to college-parallel mathematics were available for a total of 2311.83 course hours of credit. The range in course hours offered in this area was from 15 to 74. In the 73 junior colleges analyzed, the mean number of course hours offered was 31.67. The median number of such courses was eight, while the mean number of college-parallel mathematics offerings was found to be 9.05 courses per institution.

15. Seventy, or 75.89% of the institutions studied, offered a minimum of one course in plane trigonometry. A total number of 78 courses was available carrying 226.17 hours of credit. The mean number of course hours offered in trigonometry among those schools analyzed was 3.23. The median number of hours in this area was three.

16. Of the 73 institutions included in the study, 64, or 87.67%, were found to offer a minimum of one course in college algebra. In those institutions offering such courses the mean number of course offerings was 1.22. The number of algebra courses available was 78 for a total of 235.67 course hours. The mean number of course hours offered in this area was 3.68. The median number was three.

17. All of the seventy-three junior colleges included in the study offered a minimum of three courses in analytic geometry and calculus. Thirty-five, or 47.95% of the institutions studied, offered a total number of 41 courses in analytic geometry. This number of courses represented a total number of 133.33 credit hours. Three semesters of calculus were offered by 41.10% of the schools analyzed in the survey, or 30 of the 73 junior colleges. The number of calculus courses was 132 offered for a total of 489.34 course hours. In those institutions studied which offered calculus, the mean number of such courses was 2.64. The median number was four. The mean number of course hours offered in calculus among those junior colleges studied was 10.87. A combination course consisting of analytic geometry

and calculus was offered by 37 of the 73 institutions included in the study, or 50.68%. The total number of such combination courses was 156. These courses represented a total of 596 credit hours. It was determined that the mean number of course hours offered in combination analytic geometry and calculus offerings was 13.54, among those junior colleges offering such courses. The median number of combination courses was four, while the mean number of such courses was 9.54.

18. Analytic geometry and calculus accounted for 52.71% of the total number of hours offered in college-parallel mathematics. Three hundred twenty-nine courses were offered in this area for a total of 1218.67 course hours. In those junior colleges studied, the mean number of course hours in analytic geometry and calculus was 16.69. The mean number of such course offerings was 4.51 courses per institution. The median number of courses offered was four. The number of analytic geometry and calculus courses accounted for 49.77% of the total number of college-parallel mathematics offerings.

19. Forty-four, or 60.27% of the institutions included in the study, offered work in the area of modern and general education mathematics, including course offerings in logic. In those junior colleges offering such courses, the total number of courses made available was 66 which represented a total of 198.67 hours of credit. Eleven, or 15.07% of the 73 institutions analyzed, offered a mathematics for general education course. The mean number of courses offered in this area was 1.5. In those institutions studied, the mean number of course hours offered in modern and general education mathematics was 4.52. The median number of such courses was three.

20. The most frequently mentioned courses in mathematics and related fields as determined by the data in the study were as follows (in order of the number of courses offered):

1. Analytic Geometry and Calculus (combination)
2. Engineering Drawing (drafting)
3. Calculus
4. Plane Surveying
5. Statics
6. Business Mathematics
7. Slide Rule
8. Descriptive Geometry
9. College Algebra
10. Trigonometry
11. Intermediate Algebra
12. Electronics Mathematics
13. Statistics
14. General Mathematics

Degree: M.S. in Education

Advisors: W. K. Ogilvie and E. R. Miller

AN ANALYSIS OF THE JUNIOR COLLEGE REFERENDUM IN MC HENRY COUNTY AND THE NORTHWEST SUBURBAN AREA

John Tofano
1965

Statement of the Problem

This study was an attempt to analyze the junior college survey reports and the results of the junior college referenda in McHenry County and the northwest suburban area of Chicago, with special concern for identifying some of the factors which may have caused the defeat of the referenda.

Procedural Methods of the Study

In this report the analysis of the junior college referenda was limited to the areas of McHenry County and the northwest suburban area of Chicago. Information as to the need of a junior college in these localities was obtained by studying the surveys of the proposed junior college area. Data indicating some of the reasons why the referenda failed in the two areas was obtained by sending questionnaires to members of the junior college survey committee, public officials, the clergy, secondary school administrators, chairmen of service organizations, and newspaper editors in the areas. The analysis of the referenda in the two areas was accomplished by the use of these questionnaires and using local newspapers as resource material.

Summary of Significant Findings

The following findings of the study were based upon an analysis of information obtained in the process of conducting the study:

1. A survey group should have a committee large enough to represent public opinion in the area, but small enough to form an effective working group. Hillway says that such a group ideally should have from 7 to 25 members. The McHenry County survey committee was composed of 37 citizens, while

the northwest suburban area citizen's committee had 87 members. From these figures it is apparent that neither of the two survey committees followed Hillway's recommendation. The McHenry County survey group exceeded this figure by some 30 per cent, while the northwest suburban area survey group had almost four times that many members.

2. Of the two survey committees the McHenry County survey committee, by using methods similar to those recommended by Bogue, gave evidence that the community needed a junior college. The northwest suburban area survey group did not use these methods but studied census figures from which they predicted the need for a local junior college. Therefore, the McHenry County survey committee more accurately determined the need for establishing a community college.

3. The McHenry County survey group included in their report figures from questionnaires given to business and industry. This occupational survey gave insight into what the technical and vocational education role the junior college should play. In the northwest suburban area, the proposed junior college program was developed from a study by the survey committee of what junior college authorities in the field believe are the main goals of a junior college.

4. By determining the occupational and vocational needs of business and industry in the community, the McHenry County survey committee made an excellent attempt in developing a junior college program to meet the needs of the community. In sharp contrast to this, the northwest suburban area survey committee developed their junior college program according to what junior college authorities believed were the main goals of a junior college. The McHenry County survey group developed a more effective junior college program since it was tailored to meet the needs of the community.

5. The problem of school authorities opposing the establishment of a community college was evident in the northwest suburban area. Soon after the survey was completed, some school board members and school administrators stated they would not support the proposed junior college. In the face of this kind of opposition it was unwise to attempt to establish a junior college.

6. The need for the establishment of a community college in McHenry County was determined by asking high school students and parents if they believed the area needed a junior college. In the northwest suburban area this need for a junior college was determined by studying the latest census figures on school enrollments and population growth.

7. The McHenry County survey committee developed its proposed junior college program only after completing an intensive study of the needs of local business and industrial establishments. Whereas, the northwest suburban area survey committee formulated their proposed community college program according to the goals recommended by junior college authorities.

8. If the criteria previously described by the writer and substantiated by authorities like Thorton, Bogue and Hillway, is valid the only assumption possible is that the McHenry County Survey report accomplished the task of determining the needs of the community and providing the evidence that a junior college was needed.

9. Three factors seemed to be responsible for the defeat of the junior college referendum in McHenry County. These factors were (1) public fear of increased taxes, (2) public lack of knowledge pertaining to the issue, and (3) the organized opposition of small minority groups. These minority groups represented most of the well informed citizens concerning the junior college proposal, but unfortunately they were opposed to it regardless of the benefits it could provide the community. Their principal reason for opposing the proposal was that if it passed it would cause a tax increase. Thus in reality, it cannot be said that just one factor caused the defeat; but it was the combination of the three factors mentioned, working together that brought about the rejection of the McHenry County referendum.

10. Data obtained from studying the campaign issues and responses to the questionnaire indicated that four factors were responsible for the defeat of the northwest suburban area junior college proposal. These factors were (1) fear of a tax increase, (2) poorly informed citizens, (3) dissension and conflict between school districts, and (4) opposition from small organized minority groups.

Degree: M.S. in Education

Advisors: D. McDowell and R. A. Belnap

AN HISTORICAL STUDY OF THE JUNIOR COLLEGE MOVEMENT IN THE STATE OF ILLINOIS

John L. Wineland
1965

Statement of the Problem

It was the purpose of this study (1) to present the historical and developmental background of the junior college movement; (2) to demonstrate specifically that movement as it occurred in Illinois; and (3) to examine the existing junior colleges' development, presenting data for evaluation and comparison.

Procedural Methods of the Study

The realizations of the junior colleges in the United States has been at such a pace that they are too numerous to identify. Therefore, it has been necessary to limit this study to the movement as it has applied to the state of Illinois, further restricting the consideration to the public junior colleges in existence at the time of the study.

Although considerable material was available about junior colleges, little work has been done about Illinois. This study, then, has been limited by lack of sources and the recentness of many of the foundings.

Summary of Significant Findings

The potential for junior colleges in Illinois cannot be precisely estimated. It has been found that over twenty areas have been seriously talking and making plans while many others have been considering the possibilities. The state government has given support, citizens have become increasingly aware, and the need has created the necessity for more growth. The junior colleges have appeared to present a long and dynamic future

Experts have foreseen astounding growth for junior colleges. Illinois has had a vital role in the early history of junior colleges, and the favorable legislation being passed by the 1965 General Assembly of Illinois should enable the state's junior colleges to rapidly expand their educational efforts.

(Mr. Wineland's paper involved itself in historical research. The paper, therefore, does not lend itself to a brief summary of significant findings.)

Degree: M.S. in Education

Advisors: R. H. Nelson and W. K. Ogilvie

A SURVEY OF THE GUIDANCE PERSONNEL IN THE PUBLIC JUNIOR COLLEGES OF ILLINOIS

James Martingilio
1966

Statement of the Problem

The purpose of this study was to examine the academic backgrounds, educational employment experiences, otherwork experiences and present-day personal and job characteristics of the guidance personnel in the public junior colleges in the State of Illinois. Specifically, the study was to:

1. Determine some personal characteristics of guidance personnel, such as family status, age, travel experience, and salary.
2. Determine the educational backgrounds of guidance personnel including degrees earned, major areas of study, and courses taken in guidance and cognate areas.
3. Determine the number of guidance personnel who have taken a course oriented to the junior college.
4. Determine other work experiences of guidance personnel.
5. Determine the present-day job of guidance personnel including hours devoted to guidance activities, teaching duties, and other administrative responsibilities.

Procedural Methods of the Study

The questionnaire device used in this study was designed to obtain some specific information concerning guidance personnel in the public junior colleges of the State of Illinois. The specific intent of the questionnaire was to discover some facts about the counselor's personal life, educational experiences, other occupational experiences, and present-day job environment.

Questionnaires were distributed by mail to persons who were known specifically to be doing guidance work in twelve of the public junior colleges in Illinois. The other fifteen schools were contacted by sending three questionnaires to the director of student personnel services, who was asked to distribute them to guidance personnel that he knew as doing guidance work. A total of ninety-six questionnaires were sent with seventy being returned, which represented 73 per cent of the sample. Six devices were returned unanswered.

Summary of Significant Findings

The tabulated results obtained from the questionnaires revealed the following information concerning guidance personnel and/or student personnel services personnel in the public junior colleges of Illinois:

1. Seventy-seven per cent of the respondents indicated they were married while 19 per cent stated they were single.

2. The largest number of respondents fell in the age range 31-40, which represented 37 per cent of the total responding. However, the median age of the guidance personnel involved in the study was forty-three.

3. Ninety per cent of fifty-seven respondents had attended a college or university for professional training in guidance.

4. The universities or colleges which most of the guidance personnel had attended were located in the State of Illinois. The University of Illinois and Bradley University had been attended by twelve and eleven people respectively.

5. In the area of highest degree earned by guidance personnel, a response was received that was similar to that found by Medsker in his study on junior college faculties. Seventy-six per cent of the respondents had earned a master's degree as their highest degree. Ten of the sixty-three (16 per cent) showed the Certificate of Advanced Study as the highest degree earned. Eight per cent of the respondents had earned the doctorate.

6. Social science was the major area of study most often cited as that studied for the bachelor's degree. Guidance was the major area of study cited most by guidance personnel for the master's, certificate of advanced study, and doctorate. Twenty-seven of sixty-three respondents indicated guidance for the master's degree, six of ten (60 per cent) for the certificate of advanced study, and four of five (80 per cent) for the doctorate.

7. The median hours taken in guidance and cognate areas was twenty-nine semester-hour credits. Some significance might be found in the fact that eleven of sixty-two respondents had earned more than fifty semester-hour credits.

8. Sixty-three persons responded to the question which asked whether or not guidance personnel had taken a course oriented to the junior college. Respondents indicated that 44 per cent had taken a course and 56 per cent had not.

9. More than half of the respondents indicated they had attended a college or university for graduate work within the last two years, 1964 or 1965. Sixteen per cent had returned already in 1966, 44 per cent in 1965, 11 per cent in 1964, and 14 per cent during 1963. All but seven respondents had returned for graduate work during the period 1960-66.

10. In the area of guidance personnel's previous educational experiences, the largest number of people had received training in the high school. Sixty-five per cent of the respondents had taught in the high school, 60 per cent had served as a counselor-teacher, and 54 per cent had served as a full-time counselor. The college or university was the next most significant institution reported as being a place where guidance personnel had gained experience.

11. The largest number of respondents (30 per cent) indicated their present job title as counselor. Twenty-eight per cent listed their title as instructor-advisor.

12. Forty-two of sixty-two guidance personnel indicated they teach at least one class at the present time. Psychology was listed by the largest number (seven) of people as the course they taught.

13. Twenty-seven per cent indicated they spend three-fourths of their time in guidance activities, while another 24 per cent stated all of their time was spent in these activities. Over-all, approximately 51 per cent spend at least three fourths of their time in guidance work.

14. Counselor-student conferences was listed by 77 per cent of the respondents as the activity encompassing the largest amount of time in their guidance function. Other significant time consuming activities in their order of ranking were orientation, testing, and group guidance.

Degree: M. S. in Education

Advisors: J. A. Axelson and W. K. Ogilvie

A JUNIOR COLLEGE STUDY: TRANSFER OF JUNIOR COLLEGE STUDENT-ATHLETES TO FOUR-YEAR INSTITUTIONS

Robert E. Sayre
1966

Statement of the Problem

The purpose of this study was to investigate policies and practices of selected athletic conferences relative to the transfer of junior (community) college athletes to four-year institutions. More specifically, the study was designed to:

1. Determine National Collegiate Athletic Association and National Association of Intercollegiate Athletics policies on the transfer of junior college athletes to four-year institutions.

2. Analyze selected intercollegiate conference policies related to athletes who transfer from junior colleges to four-year institutions.

Procedural Methods of the Study

The following method of procedure was used during the progress of this study:

1. Literature related to the study that had been published between 1950-1965 was studied to determine the depth and breadth of the research done in the area of transfer of junior college student-athletes to four-year institutions.

2. A letter of inquiry was sent to the National Collegiate Athletic Association and the National Association of Intercollegiate Athletics to determine their by-laws or rulings on the transfer of junior college athletes to four-year institutions.

3. A conference was held with the Director of Athletics of Northern Illinois University to determine to which conference commissioners the letter of inquiry should be sent.

4. A letter of inquiry was sent to the conference commissioners of each of the following conferences to determine the conference's by-laws and rulings affecting the transfer policies of junior college student-athletes to four-year institutions.

(A) The Athletic Association of Western Universities
(B) The Southwest Athletic Conference
(C) The Mid-American Conference
(D) The Southeastern Conference
(E) The Missouri Valley Conference
(F) The Intercollegiate (Big Ten) Conference
(G) The Interstate Intercollegiate Athletic Conference

5. The returns of the letters of inquiry were studied and analyzed to determine the meanings of the by-laws and rulings of each conference on the policies of junior college student-athletes transferring to four-year institutions in their conference.

6. The findings of the study were organized to show the differences in the rulings of the conferences studied concerning the transfer policies of junior college student-athletes to four-year institutions.

Summary of Significant Findings

An analysis of the data obtained in the study revealed the following information concerning the constitutions and by-laws followed by the conferences studied concerning the transfer of junior college athletes to four-year institutions.

1. The investigation of professional periodicals revealed that nothing has been published on the topic outside of conference and association rulings.

2. It was found that when the conferences used a by-law of one or both of the national athletic associations, it was used as a minimum requirement.

3. To be immediately eligible for athletic participation, a non-graduate of a junior college who has never attended a four-year institution before would find that the academic requirements ranged from 24 semester hours of transferable degree credit with a "B" average, to having enough credits to be classified as a junior and a minimum of 1.80 grade average at the junior college.

4. To be immediately eligible for athletic participation, a non-graduate of a junior college who has attended a four-year institution before attending a junior college would find the academic requirements ranged from being immediately eligible if he returned to the four-year school previously attended, to having earned enough credits to be classified as a junior and a minimum of a 1.80 grade average at the junior college attended.

5. Three, or 42.8 per cent, of the seven conferences studied had separate by-laws concerning junior college transfers who attended a four-year institution prior to attending a junior college.

6. Six, or 85.7 per cent, of the seven conferences studied allowed a junior college transfer to be immediately eligible if he were a graduate of a junior college.

7. Four, or 57.1 per cent, of the seven conferences studied allowed a junior college transfer from a defunct institution to become immediately eligible if he met all requirements at the four-year institution to which he was transferring. The other three conferences required a one-year residence.

8. A junior college transfer athlete would find his eligibility after transferring would range from two years to three years of varsity competition in the seven conferences.

9. Two, or 28.5 per cent, of the conferences studied allowed for two years of varsity competition and five, or 71.5 per cent, of the conferences studied allowed three years of varsity competition for junior college transfers.

10. Seven, or 100 per cent, of the seven conferences studied allowed military service time to be excluded from their athletic eligibility time.

11. A junior college transfer would find that the range of years he had to complete his eligibility would be from four years to five years after matriculating at an institution of higher education.

12. Six, or 85.7 per cent, of the conferences studied allowed five years to complete athletic eligibility and one, or 14.2 per cent, of the conferences studied allowed four years to complete athletic eligibility.

13. The two athletic associations studied revealed that a freshman on the varsity team of a junior college with an undergraduate male enrollment of less than 750 students, would not be counted as a season of varisty competition.

14. The two athletic associations allowed all athletes five years to complete their varisty competition after matriculating at a collegiate institution, time spent in the military service, official church missions, or recognized foreign aid service for the United States government being excluded.

15. Seven, or 100 per cent, of the seven conferences studied all had two-year residence requirements for transfers who were disqualified or suspended at another educational institution.

Degree: M. S. in Education

Advisors: W. K. Ogilvie and J. E. Winn

CERTIFICATION OF JUNIOR COLLEGE TEACHERS
1940 - 1965

Donna J. Sackrison
1966

Statement of the Problem

It was the purpose of this study (1) to determine whether or not the increase in demand for junior college teachers had resulted in the lowering of certification requirements; (2) to determine which states were certifying junior college teachers; and (3) to attempt to ascertain if there was a trend toward higher minimal requirements with more emphasis upon specialization during the period covered by the investigation.

Procedural Methods of the Study

For the purpose of this study, the investigational procedures consisted of the following sequence of activities:

1. The pertinent literature concerning the junior college, its teachers, and certification requirements, were reviewed from books, bulletins and periodicals.

2. A letter asking for the most current information on junior college teacher certification was sent to each of the fifty State Departments of Education or State Departments of Public Instruction.

3. These letters and bulletins were studied, analyzed and compared with the requirements for each year in the period 1940-1965.

Summary of Significant Findings

The following findings of the study were based upon an analysis of information obtained in the process of conducting the study:

1. Eleven states had no public junior colleges and eighteen states had no certification requirements for junior college teachers during the period included in the study.

2. In 1940 six states required the certification of junior college teachers.

3. In 1965 nine states required certification including three of the states that had required certification in 1940.

4. Two states maintained the same requirements throughout the twenty-five year period included in the study.

5. During the period of the study, seven states dropped requirements while seven others initiated certification requirements.

6. The greater demand for junior college teachers has not resulted in the lowering of certification requirements.

7. The trend in certifying states had been toward more specific requirements in professional education and experience or internship with more emphasis upon the junior college as a special area of study.

Degree: M. S. in Education

Advisors: W. K. Ogilvie and J. E. Winn